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ABSTRACT

This plan states as a major purpose the gathering of feedback information and offers twenty-one questions probing the limits and possibilities of the Continuing Education Unit (CEU), a basic unit of measurement of organized continuing education experience. It includes the Georgia Plan, presenting possible methods of implementation, administration and reporting of CEU's, and criteria for CEU utilization. A sixteen-page appendix includes Standard Nine, the National Task Force Statement defining CEU standards, recommending administrative procedures, and listing activities qualifying for CEU status. Eight pages of report forms include a participant summary report, quarterly program summary report data and forms, activity and faculty participation report forms, and institution records data requirements. (MW)

ED 089139

A WORKING PAPER ON THE CONTINUING EDUCATION UNIT:

ONE MODEL ON THE USE AND IMPLEMENTATION OF THE CEU WITHIN A UNIVERSITY SYSTEM

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PRESENTED BY THE COLLEGE COMMISSION OF THE
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

AT THE

VPI CONFERENCE ON THE CEU

APRIL 27-28, 1972

AE 001 570

One of the major purposes of the conference is for the College Commission of the Southern Association to gather feedback information from representatives of member institutions on the continuihg education unit. The c.e.u.,as was developed by the National Task Force of the National University Extension Association,was incorporated into the newly revised Standard Nine - Special Activities (non-traditional studies) which was adopted by the College Delegate Assembly in December of 1971.

The intent of the College Commission in including the c.e.u. in Standard Nine is two fold: one, as a record-keeping measure for all non-credit activities of an institution and of the individual student; and two, the c.e.u. records will serve as a part of the full-time equivalent student account for the institution.

Some of the questions that have been raised and which will need to be answered are as follows:

1. How can the c.e.u. be implemented in a University System? What are the alternatives?

2. Is there a demand for the recording of c.e.u. participation?

3. How will the c.e.u. be used in determining faculty work loads? Will faculty be programmed for "X" number of c.e.u.'s each quarter?

4. Will the c.e.u. be utilized in faculty promotions? How?

5. If the c.e.u. refers to a student unit or a student credit hour of attendance, how many of these will make a Public Service Student FTE?

6. To what extent should c.e.u.'s be used for reporting program volume?

7. What are the problems relating to record-keeping involved in registration, accumulation of credits, official transcripts and reports of c.e.u.'s?

8. What groups or organizations outside of academia will be using or awarding the c.e.u.?

9. What constitutes "an organized continuing education experience?"

10. What are the criteria used to determine which organized continuing education experiences will receive c.e.u.'s? How many c.e.u.'s?

11. What is the demand for the c.e.u. and how will participants benefit from this credit?

12. Is there a method or reason for controlling the number of c.e.u.'s a participant may acquire in a specified period of time?

13. What determines if a person has already been awarded c.e.u.'s for a similar or identical experience either at your institution or another institution?

14. What constitutes satisfactory participation?

15. Can the c.e.u. be used as a measure of quality in service programs?

16. Can c.e.u.'s be converted to academic credit for use toward a degree?

17. Under what conditions and by what procedures should c.e.u.'s be converted to academic credit for use toward a degree?

18. Can c.e.u.'s be converted to FTE's for the purpose of fund allocations?

19. Should there be levels and categories regarding the structuring of the c.e.u. data system? (Example: undergraduate - business - management)

20. How will the c.e.u. be used or become a part of the total data collection for public service activities?

21. Should class cancellations and actual contact time be rigidly considered and measured for c.e.u.'s--absence, etc.?

Shortly after the newly revised Standard Nine was adopted, the University System of Georgia appointed an ad hoc committee to study the implication for the system of the new standard and the c.e.u. The work of this committee spanning about four months came to a conclusion on April 14, 1972, with the adoption of a plan of utilization and implementation of the c.e.u. for the Georgia system.

Members of the College Commission staff met with and gave assistance to this committee as the Georgia plan of implementation was developed. This plan is presented here for use at the VPI Conference as a model of one approach to an effective and meaningful use of the continuing education unit.

Out of this plan and the information gathered at this conference will come a handbook of guidelines and suggested models to assist the member institutions of the College Commission of the Southern Association in developing their own plans for use and implementation of the c.e.u.

Included in this paper are:

1. The Georgia Plan - pages 1-6
2. Standard Nine - pages 9-14
3. Report Forms - pages 17-24

The Commission on Colleges will be glad to receive any suggestions pertaining to the development of the handbook of guidelines on the c.e.u. Please send your suggestions in writing to:

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The Use of The Continuing Education Unit to Report Special Activities in the Institutions of The University System of Georgia

An Interim Report of the Ad Hoc Committee on the Continuing Education Unit

"One Continuing Education Unit is
TEN CONTACT HOURS OF PARTICIPATION
in an Organized Continuing Education Experience
Under Responsible Sponsorship, Capable Direction
and Qualified Instruction."

(P. 21 from Standard IX of the Standards of the College Delegate Assembly of Southern Association of Colleges and Schools, December 1, 1971.)

April 14, 1972

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OF THE UNIVERSITY SYSTEM OF GEORGIA*

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* The Ad Hoc Committee was given the responsibility to study the implications of both the continuing education unit and the external degree section of the Revised Standard Nine of the Southern Association of Colleges and Schools. This report is dealing only with the continuing education unit and was approved by the presidents of the twenty-seven system institutions on April 14, 1972, to be effective July 1, 1972. The Ad Hoc Committee will continue to work on the report to make appropriate implementation plans.

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INTRODUCTION

The commitment of the University System of Georgia to public service and continuing education was well expressed by the Board of Regents when it adopted a policy statement on public service in 1971. Noting the growth of the System to twenty-seven institutions, the statement points out:

> As this growth has taken place, Continuing Education and Public Service have emerged as an extension of the traditional on-campus learning process, available to adults wherever sufficient interest has been found. Individuals in all walks of life must keep themselves abreast of new knowledge and understand how it can be applied effectively in solving the many problems which they and their communities are encountering. Any system designed to achieve these objectives will be built around an aggressive continuing education program.

The statement recognizes the wide variety of programs of public service and continuing education that are now in progress throughout the University System. In its concluding paragraph, the statement acknowledges the responsibility of the University System to provide "not only the best possible educational experiences for young people, but also opportunities for continuing education for adults in all walks of life."

One problem that has been faced in continuing education and public service programs throughout the years has been the necessity for a system's allowing the orderly recognition and reporting process for the non-credit learning efforts of the individual and the programming efforts of institutions. The Commission on Colleges and Schools now requires its member institutions, if they engage in certain special activities, to recongize and record properly the institution's efforts.

This action took place in December, 1971, when the College Delegate Assembly adopted a new "Standard Nine," a series of regulations that requires new procedures and policies at every member institution engaged in "Special Activities" (a term used by the Southern Association to

denote such public service activities as continuing education, off-campus extension, conference and institute work, etc.). Standard Nine became effective upon its adoption and is now in effect and obligatory upon all member institutions engaged in special activities. (A copy of Standard Nine is in Appendix I.)

An ad hoc subcommittee of the membership from the Public Service Committee of the Board of Regents of the University System of Georgia was appointed by its chairman to study the implications of the area of Standard Nine requiring that "non-credit programs should be appropriately identified and recorded by means of the continuing education unit (c.e.u.)." It is the purpose of the following interim report to examine the ramifications of the use of the continuing education unit by the University System of Georgia and to recommend appropriate actions.

DEFINITION

The authors of Standard Nine drew heavily upon work that had been proceeding for several years by the National Task Force to Study the Feasibility and Implementation of a Uniform Unit for the Measurement of Non-Credit Continuing Education Programs. The National Task Force states that "one continuing education unit is ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction." Standard Nine incorporates this unit and its definition as the measuring device which is to be used to construct a system for reporting an institution's non-credit special activities program efforts.

POSSIBLE METHODS OF IMPLEMENTATION

There are several ways that the c.e.u.'s for non-credit special activities can be implemented at institutions in the University System of Georgia. Three approaches discussed by the subcommittee were as follows:

1. Each institution in the System could develop its own implementation policies and procedures for the recording of c.e.u.'s.

2. The University System could develop and administer both policies and procedures for the c.e.u. The System could handle from its Atlanta offices (under the direction of the office of the Vice Chancellor for Services) every report function.

3. The University System could develop (through its committee structure) broad, general policies on the c.e.u. and its use in public service programs and continuing education at System institutions. Such system-wide committees could make major definition decisions, establish guidelines and criteria, and make decisions concerning such matters as information required on records and reports. Other decisions (such as which programs would be granted c.e.u.'s) could be handled at the local institutional level.

The subcommittee recommends the third approach, since it is consistent with the University System's heritage and practice concerning institutional autonomy for local programming. The third approach also allows for the required uniformity in records and reports which must go from the University System institutions to the Regents and to the Southern Association.

Utilization of the Continuing Education Unit

The following statement appears in Standard Nine:

> The continuing education unit should be used as the basic unit of measurement for an individual's participation in and an institution's offering of non-credit classes, courses, and programs.

In order to fulfill the above statement of measuring an individual's participation in and an institution's total offering of non-credit special activity programs, the ad hoc subcommittee recommends that the continuing education unit be used in three areas of special activity programs in all units of the University System of Georgia

AREA I

Activities classified in this category will meet at least the following standards:

1. The non-credit activity is planned in response to an assessment of educational need for a specific target population.

2. There is a statement of objectives and rationale.

3. Content is selected and is organized in a sequential manner.

4. There is evidence of pre-planning which includes the opportunity for input by a representative of the target group to be served, the faculty area having content expertise, and continuing education personnel.

5. The activity is instructional and is sponsored by an academic or administrative unit of the institution best qualified to affect the quality of the program content and to select and approve the resource personnel utilized.

6. There is a provision for registration for individual participants.

7. Evaluation procedures are utilized.

Individuals who participate in Area I activities will register and have individual records of their involvement submitted to and be available from the institution registrar. Continuing education units will be assigned in advance to programs and awarded to individual participants.

AREA II

Activities classified in this category will meet at least the following standards:

1. The activity is a planned educational experience of a continuing education nature for a diversified population.

2. The activity is instructional in nature and is sponsored by an academic or administrative unit of the institution best qualified to affect the quality of the program content and to select and approve the resource personnel utilized.

3. Registration is required but only to produce a listing of the participants for institutional reporting use.

Individuals who participate in Area II activities will register, but no c.e.u.'s will be awarded and no individual transcript of their involvement will be available. Institutional certification of involvement will be made by means of a registration list, and a file of program materials will be maintained by the public service or continuing education officer.

AREA III

Activities classified in this area will meet at least the following standards:

1. The activity is a planned educational event with a stated purpose and is open to the general public.

2. It is sponsored by an academic or administrative unit of the institution.

3. Certification of total attendance is required.

These events exclude entertainment-type activities, although they are open to the general public. For reporting purposes each institution will certify an attendance figure, but the institution will not have to register each individual attending. No individual c.e.u.'s will be awarded.

OTHER AREAS

Each institution may wish to classify and report other activities of a non-credit nature to illustrate those things which require staff effort but do not meet the standards of the above three areas. Until further experience provides the needed information to articulate the area standards for these activities, it is suggested that institutions report these activities not in terms of c.e.u.'s but only on the basis of total attendance and that no c.e.u. credits be given.

Administration

The role and function of the chief administrator for special activities is to determine in advance through designated administrative channels the appropriate c.e.u. area in which to classify the activity and to specify the number of c.e.u.'s which may be awarded.

The Standard requires that the administrative policies, procedures, and services appropriate to conduct the non-credit special activities should be developed and administered by the public services vice president, dean, or director in cooperation with other administrators and policy groups. The registrar's office will service these activities by developing for the special activities unit mechanisms for maintaining permanent records of an individual's involvement in Area I activities. His office will also maintain program materials

on these activities for possible reference, just as he now maintains a file of college catalogs, class rolls, etc. He should be prepared to issue upon request an accumulative c.e.u. record for each individual who has ever participated in Area I activities at the institution.

Information Required and Reporting Methods

In an effort to collect basic data about all non-credit activities and to provide for uniform reporting throughout the University System, the ad hoc subcommittee recommends that the procedures and forms outlined in Appendix II be followed.

Standard Nine also requires that the c.e.u. records serve as a part of the full-time equivalent student account of non-credit special activities for the institution. After conferring with officials of the Southern Association, the subcommittee determined that, for the purpose of counting the volume of non-credit special activities, forty-five continuing education units are equal to an equivalent full-time student for a nine-month academic year. Fifteen continuing education units are equal to an equivalent full-time student for the Summer Quarter. These conversions should be made, and the resulting figures will be the full-time equivalent student account for the institution.

Reporting Dates

Public service activities within the University System do not adhere to an academic quarterly break but generally operate on a continuing nature. However, statistical summaries can be computed and reported for those activities completed during this time frame. The ending date of an activity will determine the month in which it is to be reported.

January, February and March activities will be reported in April.

April, May and June activities will be reported in July.

July, August and September activities will be reported in October.

October, November and December activities will be reported in January.

CONCLUSIONS AND RECOMMENDATIONS

Standard Nine became effective as of its adoption by the Delegate Assembly of the Southern Association of Colleges and Schools in December, 1971. However, it is felt that final procedures for implementing the continuing education unit cannot be developed without some experience in the use of the unit. Therefore, the following time schedule is recommended:

July 1, 1972	All System institutions begin recording c.e.u.'s for FY '73 using criteria and collecting essential data on all activities.
February 15, 1973	The October and January continuing education reports will be reviewed by the ad hoc committee and further recommendations made to System institutions.
September 1, 1973	Final Report due on Guidelines for implementation of the c.e.u. in the University System.

It is further recommended that the suggestions outlined in this report relative to the use of the c.e.u. be adopted by all units within the System. A uniform procedure must be followed if the System is to gain the insight needed to finalize policies and procedures for the c.e.u.

Also, it is further recommended that the subcommittee on the continuing education unit work on both formal and informal bases with the public service directors and directors of continuing education of units throughout the University System. The subcommittee can also serve as a source of information for campus registrars and other interested officials. In addition, subcommittee members could work with the Office of the Vice Chancellor for Services if necessary.

APPENDICES

APPENDIX I

STANDARD NINE

Special Activities

Many institutions have developed a variety of supplemental and special educational programs in fulfilling their stated objectives, their public and community service demands, and their responsibilities to their constituents. Special activities programs are defined as: operationally separate units, external or special degree programs, off-campus classes and units, independent study programs including correspondence and home study, conferences and institutes including short courses and workshops, foreign travel and study, media instruction including radio and television, and on-campus programs including special summer sessions and special evening classes.

An institution inaugurating, continuing, or expanding special activities programs should have resources available beyond those provided for the basic academic programs of the institution. Since the quality and excellence of all instructional programs should be of constant concern to every institution, it is essential that the provisions for special activities should include an adequate administrative organization, a sound financial base, a competent faculty, and sufficient and adequate facilities for the program offered.

The Commission does not wish to be restrictive on new special activities programs of a member institution but rather seeks to encourage innovation and an imaginative approach to providing quality instruction according to the educational needs of the college's constituents. An institution contemplating the inauguration of a new special activity not covered by this standard shall inform the Executive Secretary of the Commission in advance as to the nature, design, and purpose of the new program area. An institution may solicit an advisory opinion of the Executive Secretary of the Commission as to the appropriateness of a contemplated new activity.

Unless specifically qualified in the Illustrations, credit regulations for the special activities programs should be consonant with those of the total institution. The amount of credit for each course or program should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution. Non-credit programs should be appropriately identified and recorded by means of the continuing education unit (c.e.u.).

On-campus programs of a special activities nature, whether designated as continuing education or as adult and extension activities, should be coordinated within the organizational structure of the institution relative to special activities; they should be governed by the policy guidelines of the institution.

The Standards of the College Delegate Assembly apply directly to all programs. It shall be the responsibility of the parent institution to justify all special activities (credit or non-credit) within the framework of its stated purpose and objectives as a function of its central mission. All special activities programs must be compatible with the total educational program of the institution.

Special activities shall always be evaluated and judged by the Commission on Colleges as part of its function in recommending the granting or reaffirming of accreditation of the total institution.

Illustrations and Interpretations

1. Administration and Organization

Each member institution involved in special activities will provide appropriate organizational structure and administrative processes according to the magnitude of its program. These must be well-defined and should be clearly understood by the total institution. Institutional organization should recognize and provide a separate identity (a clearly identifiable and defined administrative unit) for special activities under the direction of a designated administrative officer (e.g., vice chancellor, vice president, dean, director, or coordinator). All policies and regulations affecting special activities should be formulated by the administrative officer in conjunction with and as a part of campus-wide administrative and academic advisory groups.

The administrative unit for special activities shall be responsible for coordination of all special activities within the institution, both on and off campus.

Procedures within the institution for the establishment of new programs, interinstitutional agreements and arrangements, and resources allocation should recognize special activities as an integral part of the total institution. The administrative unit should provide for continuous systematic evaluation of programs and offerings within the total scope of special activities.

The continuing education unit should be used as the basic instrument of measurement for an individual's participation in and an institution's offering of non-credit classes, courses, and programs. A c.e.u. is defined as ten contact hours of participation in an organized continuing education (adult or extension) experience under responsible sponsorship, capable direction, and qualified instruction. Information and guidelines on c.e.u. may be obtained by writing to the Executive Secretary of the Commission. The c.e.u. records will serve as a part of the full-time equivalent student account for the institution.

2. Financial

The administrative unit for special activities should operate under a clearly identified budget on a fiscal year basis. The budget should be prepared and administered (internal management and accounting) by the designated officer of the unit in conformity with the fiscal policies and procedures of the central business office of the institution. Institutional or general fund support for special activities should be consistent with institutional policy for support of all divisions or units within the total institution.

Special activities should not be determined solely on the principle of being "self-supporting" but rather on the principle of fulfilling the educational responsibility of the institution to its constituents. Necessary financial resources must be available and committed to support the special activities of the institution.

3. Faculty

Provision of an adequate and qualified faculty and staff to support the special activities program is essential to maintaining the academic quality of the institution. Full-time faculty and staff members in special activities should be accorded the same recognition and benefits as other faculty and staff members of the institution.

All who teach in special activities must have competence in the fields in which they teach, attested to by advanced study culminating in appropriate graduate degrees; or by extensive work experience in the teaching fields; or in a professional practice which is of the highest quality.

Policies governing the amount of teaching allowed, overloads, and compensation for full-time faculty members from other units of the institution assigned to special activities programs should be developed and approved jointly by the administrative head of the special activities unit and the appropriate administrative and academic personnel of the institution.

4. Students

It should be recognized by the total institution that the nature and characteristics of the typical special activities student is somewhat different from that of the regular full-time college or university student. The special activities student is usually older, career oriented, and engaged in a full-time job. Student development services should be provided and be developed cooperatively by the administrative unit for special activities with other appropriate units of the institution.

Policies should be developed for admissions, registration procedures, counseling and guidance services, and records. The characteristics of these policies should be directly related to the nature, character, and need of the special activities student.

5. Operationally Separate Units

An operationally separate unit off-campus is a degree-granting division or unit of an institution, located in a geographical setting separated from the parent institution or central administration and authorized for a stated purpose in relation to the parent institution and the area served. It has planned programs leading to undergraduate, graduate, or professional degrees which are granted by or in the name of the parent institution or central administration.

A degree-granting unit shall have such administrative organization, programs, financial resources, library, and physical facilities that it can be evaluated as an autonomous institution in terms of the Standards of the College Delegate Assembly. It must follow regular procedures for membership in the Southern Association of Colleges and Schools. When the unit achieves accreditation, it will be listed as any other institution in the membership.

6. External or Special Degree Programs (Non-Traditional Study)

An external or special degree program comprises a course of study different from the traditional undergraduate degree which may or may not require on-campus study or residence and which relies almost entirely on independent study and examination. An institution inaugurating, continuing, or expanding an external or special degree program should develop specific policies and guidelines which include admission policies with special attention to the age and maturity of the individual to his prior educational achievement and vocational and avocational experiences and to his goals and objectives. Guidelines concerning transfer of credit, credit by examination (e.g., College Level Examination Program of the College Entrance Examination Board and the institution's own examinations) and residency requirements (periodic seminars and special sessions), if any, need to be established. Methods of evaluating a student's progress, including advising and counseling, should be explicit. Evaluation and examination procedures to determine that the individual has successfully completed the degree requirements must be clearly outlined and fully developed.

An institution contemplating the inauguration of an external or special degree program should inform the Executive Secretary of the Commission in advance and arrange for a preliminary advisory study by the Commission prior to undertaking the program.

7. Off-Campus Classes and Units

Courses taught in an off-campus setting should maintain the academic integrity of the institution. Special attention should be given to insure the appropriateness of the courses to the students. Courses requiring laboratories, extended library study, or other special materials should not be offered unless arrangements are made to provide the necessary resources.

When an off-campus program in a particular locality grows to the extent that the institution is offering a comprehensive academic program to a specific student body, then the institution should consider the establishment of a special off-campus unit such as a center or regional campus. The parent institution should provide an organization for full-time administration of the unit, for faculty, for library staff, and for physical facilities, that are comparable to their campus counterparts.

These programs and the amount of credit or c.e.u.'s for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

8. Independent Study

Independent study programs including correspondence courses basically fall into one of two categories. One type is the formalized independent study course or program which may lead to a degree. Academic standards in such programs and courses shall be consistent with standards in on-campus classes and may require such formal requirements as written reports, examinations, and on-campus conferences with faculty.

A second type of independent study is that which relates to the study which a person may do on his own and for which he may seek credit from the institution by examination, such as the CLEP.

These programs and the amount of credit or c.e.u.'s for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

9. Conferences and Institutes

Conferences and institutes and their many variations are an important part of the special activities programs of many institutions. For purposes of identification and clarification the following categories and definitions may be useful:

Conference: A general type of meeting usually of one or more days' duration, attended by a fairly large number of people. A conference will have a central theme but is often loosely structured to cover a wide range of topics. The emphasis is on prepared presentations by authoritative speakers, although division into small group sessions for discussion purposes is often a related activity.

Institute: Generally similar to a conference, but more tightly structured to provide a more systematic development of its theme, with the emphasis more on providing instruction in principles and techniques than on general information. Participants are usually individuals who already have some competence in the field of interest. Institute programs may have certain continuity, meeting on a yearly basis for example.

Short Course: A sequential offering, as a rule under a single instructor, meeting on a regular basis for a stipulated number of class sessions over a short period of time (e.g., one to three weeks, etc.). Quizzes and examinations may be given depending upon the determination of requirements. The non-credit course under the Public Service definition may resemble the credit course in everything but the awarding of credit. It may also be more informal and more flexible in its approach in order to meet the needs of students.

Workshop: Usually meets for a continuous period of time over a period of one or more days. The distinguishing feature of the workshop is that it combines instruction with laboratory or experiential activity for the participants. The emphasis is more likely to be on skill training than on general principles.

Seminar: A small grouping of people with the primary emphasis on discussion under a leader or resource person or persons. In continuing higher education a seminar is more likely to be a one-time offering, although it may continue for several days.

Special Training Program: A skill program which offers a combination of instruction and practice. The approach is usually on a more individualized basis than a workshop.

These programs and the amount of credit or c.e.u.'s for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

10. Media Instruction

Media instruction includes any form of instruction offered in special activities through television, radio, computer assisted instruction (CAI), telewriter, tele-lecture and other such forms of media instruction which may develop.

These programs and the amount of credit or c.e.u.'s for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

11. Foreign Travel and Study

Credit shall not be permitted for travel **per se**. Degree credit shall be granted only for residence or travel abroad involving an academic program supplemented by seminars, reading, reports, or similar academic exercises based on the same criteria for credit as independent study. Special attention should be directed to the quality of the academic programs at the foreign institution or institutions.

These programs and the amount of credit or c.e.u.'s for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

12. On-Campus Programs

Many of the special activities of an institution are conducted on campus. Such programs include evening classes and special summer sessions which are not a part of the regular schedule and curriculum of the institution and other types of programs which are conducted on campus in continuing education, adult, and extension activities (e.g., conferences, institutes, short courses, workshops, seminars, and special training programs).

These programs and the amount of credit or c.e.u.'s for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

APPENDIX II

PARTICIPANT SUMMARY REPORT

		Area I	Area II
I.	Total number of registrations	_____	_____
	A. Sex		
	1. female	_____	
	2. male	_____	
	B. Age classification		
	1. under 22	_____	
	2. 22–35	_____	
	3. 36–55	_____	
	4. over 55	_____	
	5. information not given	_____	
	C. Minority participation		
	1. American Negroes	_____	
	2. Spanish-surnamed Americans	_____	
	3. American Indians	_____	
	D. Non-minority participation	_____	
II.	Total participants in Area III activities		_____
III.	Total participants in Areas I, II and III		_____

IV. Registrations by states

Alabama	___	Louisiana	___	North Dakota	___
Alaska	___	Maine	___	Ohio	___
Arkansas	___	Maryland	___	Oklahoma	___
Arizona	___	Massachusetts	___	Oregon	___
California	___	Michigan	___	Pennsylvania	___
Colorado	___	Minnesota	___	Rhode Island	___
Connecticut	___	Mississippi	___	South Carolina	___
Delaware	___	Missouri	___	South Dakota	___
Florida	___	Montana	___	Tennessee	___
Georgia	___	Nebraska	___	Texas	___
Hawaii	___	Nevada	___	Utah	___
Illinois	___	New Hampshire	___	Vermont	___
Idaho	___	New Mexico	___	Virginia	___
Indiana	___	New Jersey	___	Washington	___
Iowa	___	New York	___	West Virginia	___
Kansas	___	North Carolina	___	Wisconsin	___
Kentucky	___			Wyoming	___

V. Registrations by Georgia counties

Appling ____
Atkinson ____
Bacon ____
Baker ____
Baldwin ____
Banks ____
Barrow ____
Bartow ____
Ben Hill ____
Berrien ____
Bibb ____
Bleckley ____
Brantley ____
Brooks ____
Bryan ____
Bulloch ____
Burke ____
Butts ____
Calhoun ____
Camden ____
Candler ____
Carroll ____
Catoosa ____
Charlton ____
Chatham ____
Chattahoochee ____
Chattooga ____
Cherokee ____
Clarke ____
Clay ____
Clayton ____
Clinch ____
Cobb ____
Coffee ____
Colquitt ____
Columbia ____
Cook ____
Coweta ____
Crawford ____
Crisp ____
Dade ____
Dawson ____
Decatur ____
DeKalb ____
Dodge ____
Dooly ____
Dougherty ____
Douglas ____
Early ____
Echols ____
Effingham ____
Elbert ____
Emanuel ____

Evans ____
Fannin ____
Fayette ____
Floyd ____
Forsyth ____
Franklin ____
Fulton ____
Gilmer ____
Glascock ____
Glynn ____
Gordon ____
Grady ____
Greene ____
Gwinnett ____
Habersham ____
Hall ____
Hancock ____
Haralson ____
Harris ____
Hart ____
Heard ____
Henry ____
Houston ____
Irwin ____
Jackson ____
Jasper ____
Jeff Davis ____
Jefferson ____
Jenkins ____
Johnson ____
Jones ____
Lamar ____
Lanier ____
Laurens ____
Lee ____
Liberty ____
Lincoln ____
Long ____
Lowndes ____
Lumpkin ____
McDuffie ____
McIntosh ____
Macon ____
Madison ____
Marion ____
Meriwether ____
Miller ____
Mitchell ____
Monroe ____
Montgomery ____
Morgan ____
Murray ____
Muscogee ____

Newton ____
Oconee ____
Oglethorpe ____
Paulding ____
Peach ____
Pickens ____
Pierce ____
Pike ____
Polk ____
Pulaski ____
Putnam ____
Quitman ____
Rabun ____
Randolph ____
Richmond ____
Rockdale ____
Schley ____
Screven ____
Seminole ____
Spalding ____
Stephens ____
Stewart ____
Sumter ____
Talbot ____
Taliaferro ____
Tattnall ____
Taylor ____
Telfair ____
Terrell ____
Thomas ____
Tift ____
Toombs ____
Towns ____
Treutlen ____
Troup ____
Turner ____
Twiggs ____
Union ____
Upson ____
Walker ____
Walton ____
Ware ____
Warren ____
Washington ____
Wayne ____
Webster ____
Wheeler ____
White ____
Whitfield ____
Wilcox ____
Wilkes ____
Wilkinson ____
Worth ____
TOTAL ____

QUARTERLY PROGRAM SUMMARY REPORT

I. Information required for Quarterly Program Summary Report

A. Number of programs in ascending numerical order.

B. Activity code number--Each program shall be categorized by a three digit numbering system utilizing the following classification system. For reporting purposes programs should be grouped by activity code in sequential order.

1. Problems and issues of society in . . .

1.01 Health and safety
1.02 Human relations and communications
1.03 Education
1.04 Government
1.05 Business
1.06 Law and law enforcement
1.07 Community development
1.08 Aging
1.09 Social change
1.10 Environment
1.11 Agriculture and food production

2. Subjects of personal interest . . .

2.01 Leisure time activities
2.20 Cultural enrichment
2.03 Expanding knowledge about the world and its people
2.04 Civic and economic understanding

3. Skills and/or Knowledge for occupational improvement in . . .

3.01 The professions
3.02 Business and industry
3.03 Government
3.04 Education
3.05 Law and law enforcement
3.06 Clerical
3.07 Trades and technologies
3.08 Agriculture and food production
3.09 Social services

4. Subjects Related to intellectual skills development in . . .

4.01 Reading
4.02 Writing
4.03 Language
4.04 Mathematics
4.05 Critical and creative thinking
4.06 Listening

5. Subjects related to personal life problems and demands . . .
   - 5.01 Finance
   - 5.02 Foods and nutrition
   - 5.03 Family living
   - 5.04 Child development
   - 5.05 Health and safety
   - 5.06 Personal assessment
   - 5.07 Consumer understanding

C. Program classification code

1. Area I
2. Area II
3. Area III

D. Format code

1. Conference
2. Institute
3. Short course
4. Workshop
5. Seminar
6. Special training program
7. Other

E. Title (limited to 36 spaces)

F. Program location

G. Length of program in hours

H. C.e.u.'s that may be earned in activity participation (for Area I activities only)

I. **Instructional hours:** Cumulative hours of all faculty in contact with participants. This would accommodate the use of panels, team teaching and concurrent sessions where more than one faculty is in contact with students at the same time

J. Total participants (excluding instructional staff)

K. **Participant hours:** Cumulative total of hours participants are in instructional sessions.

L. C.e.u. total (for Area I activities only)

QUARTERLY PROGRAM SUMMARY REPORT

Institution _____ Summary Date _____

Reporting period _____ Page ____ of ____

No.	Activity Code	Area	Format	Program Title	Location (city)	Activity			Participants		
						Length	c.e.u.	Instr. hours	Registered	Part. hours	c.e.u. awarded
					Totals						

QUARTERLY PROGRAM SUMMARY REPORT BY ACTIVITY

Institution_____ Summary Date_____

Reporting period _____ Page _____ of _____

Activity Code	Total Programs	Total Registrations	Total Participant Hours	Total CEU Awarded
Totals				

QUARTERLY FACULTY PARTICIPATION REPORT

	Number	Instructional Hours
I. Faculty Status		
1. Instructor	_____	_____
2. Assistant Professor	_____	_____
3. Associate Professor	_____	_____
4. Professor	_____	_____
5. Graduate assistant or Graduate student	_____	_____
6. Other Institutional Personnel	_____	_____
7. Other	_____	_____
TOTALS	_____	_____
II. Institutional Affiliation		
1. Reporting institution	_____	_____
2. University System institution	_____	_____
3. Georgia institution other than University System	_____	_____
4. Out-of-state institution of higher education	_____	_____
5. Out-of-country institution of higher education	_____	_____
6. Other	_____	_____
TOTALS	_____	_____

DATA REQUIRED FOR INSTITUTIONAL RECORDS

Participant Information

I. Information to be maintained on all individuals participating in Area I and II activities are as follows:

A. Social security number

B. Name of individual participant

C. Sex

D. Address (street, city, state)

E. Age classification code

1. under 22
2. 22–35
3. 36–55
4. over 55

II. Information required on all individuals participating in Area I activities only is as follows:

A. Title of activity

B. Activity format code

1. conference
2. institute
3. short course
4. workshop
5. seminar
6. special training program
7. other

C. Brief course description

D. Starting and ending dates of activity

F. Location of activity

G. Number of c.e.u.'s earned

This information will be kept on permanent record and transcripts will be furnished by the registrar upon individual request. Institutions may desire to obtain more detailed information, but the above information is the required basic data.